



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Jay High School

SAU: Jay School Department

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2010-2011 NCLB Report Card



School: Jay High School
SAU: Jay School Department
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	57	54	95	44	44	49	4	41	37	19	54	0
	2009-2010	56	54	96	44	44	47	4	41	31	24	54	0
Female	2008-2009	33	33	100	48	48	53	3	45	36	15		
	2009-2010	28	28	100	43	43	49	7	36	32	25		
Male	2008-2009	24	21	88	38	38	46	5	33	38	24		
	2009-2010	28	26	93	46	46	46	0	46	31	23		
Caucasian/White	2008-2009	57	54	95	44	44	50	4	41	37	19		
	2009-2010	54	52	96	46	46	48	4	42	31	23		
African American/Black	2008-2009	0	0				26						
	2009-2010	1	1	100			28						
Hispanic	2008-2009	0	0				38						
	2009-2010	0	0				42						
Asian or Pacific Islander	2008-2009	0	0				46						
	2009-2010	1	1	100			41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	18	16	89	38	38	34	6	31	38	25		
	2009-2010	22	20	91	35	35	31	0	35	30	35		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	3	3	100			16						
	2009-2010	6	5	83			16						
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	1	1	100			13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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School: Jay High School
SAU: Jay School Department
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	57	55	96	25	25	42	5	20	42	33	55	0
	2009-2010	56	54	96	35	35	45	2	33	39	26	54	0
Female	2008-2009	33	33	100	27	27	41	6	21	39	33		
	2009-2010	28	28	100	36	36	43	4	32	32	32		
Male	2008-2009	24	22	92	23	23	43	5	18	45	32		
	2009-2010	28	26	93	35	35	47	0	35	46	19		
Caucasian/White	2008-2009	57	55	96	25	25	43	5	20	42	33		
	2009-2010	54	52	96	37	37	46	2	35	40	23		
African American/Black	2008-2009	0	0				16						
	2009-2010	1	1	100			22						
Hispanic	2008-2009	0	0				29						
	2009-2010	0	0				40						
Asian or Pacific Islander	2008-2009	0	0				52						
	2009-2010	1	1	100			51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	18	17	94	24	24	26	6	18	29	47		
	2009-2010	22	20	91	10	10	28	0	10	55	35		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	3	3	100			12						
	2009-2010	6	5	83			14						
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	1	1	100			16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	96	96	96	44	44	48	96	96	96	31	31	43	87	87	80
Caucasian/White	96	96	96	45	45	49	96	96	96	31	31	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	36	36	32	*	*	94	17	17	27			
Students with Disabilities	*	*	92	*	*	16	*	*	91	*	*	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	7	8	1	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>